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ABSTRACT

This document is a supplement to the Test Content Description for the Georgia High School Test in English Language Arts. The sample items are representative of items on the actual Georgia High School Tests. The strands (major areas) being tested are Reading/Literature (47 to 49% of the test), Critical Thinking (37 to 39% of the test), and Writing/Language/Grammar (14 to 16% of the test). General test taking hints are given, suggesting that students read carefully, consider every choice, guess intelligently, spend test time wisely, and check work carefully. Some sample items with explanations of the answers are given, and other practice items are included with answers but no explanations. A student self-assessment and remediation plan is attached. (SLD)

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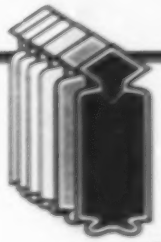
How to Prepare for Tests



A Guide for
Georgia High School Students
Preparing for the
Georgia High School Graduation Tests

Content: English Language Arts

Including:
Hints on Preparing for the GHSGTs
Practice Test Questions and Answers
Thorough Explanation of the Answers to Select Questions

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Introduction

This document is designed as a supplement to the *Test Content Description* for English Language Arts. The strands and their respective weights are included here. However, please refer to the *Test Content Description* (available from your teacher) for further description of the tested objectives.

The sample items listed in this document are representative of the items found on the actual Georgia High School Tests. The strands (or major areas relating to English Language Arts) being tested are Reading/Literature (47-49% of the test), Critical Thinking (37-39% of the test), and Writing/Usage/Grammar (14-16% of the test).

While test score reports provide scaled scores for each of these strands, it is performance on the overall test that is of primary importance. Strand scores are provided in order to give students, teachers, and parents/guardians an idea of student relative strengths and weaknesses. It is important to remember that while the overall difficulty of the tests remains the same from one edition to the next, difficulty for a particular strand may vary. Thus, some students who score below 500 on a given strand on one occasion may score above 500 on the same strand on a subsequent occasion. Over the course of several tests, a student may even score above 500 on all four strands without having passed the test.

What Content is Covered on the Test?

The English Language Arts Test is broken down into three areas, or strands. These strands are:

1) **Reading/Literature (47-49% of the test)**
   Items test students' ability to read and respond to literature and other written material. Skills include literal and inferential comprehension. Also tested are such literary concepts as point of view, tone, figurative language, plot, and historical aspects of American literature.

2) **Critical Thinking (37-39% of the test)**
   Items test the use of thinking skills in English and other academic areas. Examples include drawing conclusions, generalizing, recognizing fallacies, separating fact from opinion, and understanding logical relationships.

3) **Writing/Usage/Grammar (14-16% of the examination)**
   Items test knowledge of grammar and mechanics of standard American English as well as levels of usage. Other language/writing skills are assessed in the Writing test.

Hints to Help You Pass the GHSGT

Read everything carefully.

Many of the GHSGT questions involve short articles, tables, charts, and graphs. All test questions require careful reading of the directions and the question and four answer choices.

There are no trick questions.

While it is important to read each question carefully, we have not included any trick questions. You should not spend too much time trying to figure out what we *really* mean. If you read the entire question (including all accompanying material), the real meaning should be clear. We do not consider requiring a careful reading of the entire question to be a trick.

Consider every choice.

You must choose, from the four alternatives, the answer that best addresses the question. Some of the alternatives (distractors) will be attractive because they include an irrelevant detail, a common misconception, or apply the right information in the wrong way.

Guess intelligently.

There is no penalty for guessing on this test. If you are not sure of the correct answer you are encouraged to guess. Guessing is easier if you can eliminate one or more distractors as clearly incorrect. Be warned, however, that many of the distractors are very attractive because they are based on common mistakes students make.

Spend test time wisely.

Many tests are arranged so that the easiest items are first and the hardest are last. The GHSGT are not arranged that way. Instead the questions are arranged by topic. Therefore, it is possible find several difficult questions, followed by a set of easier questions later. If you run into a few hard questions, do not get discouraged. It would be better to move on, answer as many questions as possible, and then go back and re-attempt the harder questions.

Check your work.

There are several places where carelessness can cause you to answer incorrectly. The first is in the initial reading of the question. Read everything carefully. The second is in choosing the answer. You should evaluate each answer option critically to make sure it actually answers the question. The third possibility for making a mistake is in the transfer of the correct answer to your answer document. You should ask yourself two questions: "Am I on the right question number in the right section of the test?" and "Is this the answer I mean to mark?"

Practice Test Questions with Explanations of Answers

Explanation of parts of a test question

Read the passage and answer the question below.

"Don't you sass me, boy!"
Grandmother's eyes burned fiercely at the young man. He lowered his eyes and scuffed his feet on the scarred, faded kitchen floor, but said nothing. Grandmother frowned, raised one eyebrow, then turned abruptly and slowly limped out of the room.

Stimulus

The writer is **most likely** trying to convey

Stem

A. Grandmother's controlled anger. <=Key
B. Grandmother's decision to leave the room. <=Distractor
C. problems of communication between generations. <=Distractor
D. the young man's lack of respect for his grandmother. <=Distractor

Options

Cognitive Levels

Cognitive levels are based on learning expectations, not item difficulty. Items may be written at the following levels:

Low:	requires mastery at the literal or recognition level; typically, these items call for knowledge or recall of information that may be considered important or significant
Medium:	requires some degree of interpretation beyond recall of information
High:	requires a significant degree of interpretation, analysis, or application

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1. The words determined, pig-headed, stubborn, and unreasonable all have similar meanings. Which word would a writer or speaker use to express admiration for a character's behavior?

   A. determined
   B. pig-headed
   C. stubborn
   D. unreasonable

Explanation:
While the four options listed have similar meanings, students must choose the word with a positive connotation in order to answer the question correctly. Only option A would correctly be used to express admiration for a character's behavior. The other three options are typically used in a negative fashion. This item has a **low** cognitive level and falls under the strand **Writing/ Usage/Grammar**.

2. Which literary movement began at the close of the eighteenth century, dominated in Western literature during the nineteenth century, and favored emotions and imagination over intellect and logic?

   A. imagism
   B. modernism
   C. realism
   D. romanticism

Explanation:
This question is a simple recall question, requiring the student to know the definitions of several literary movements. Only option D, romanticism, fulfills the definition espoused in the stem. This item has a **low** cognitive level and falls under the strand **Reading/Literature**.

3. Read the passage below and answer the question that follows. All the lions began to groom their fur. The smallest cub started to lick its paws, too.

   What revision, if any, is needed in the passage?

   A. Change *their* to *they're*.
   B. Change *its* to *it's*.
   C. Change *too* to *to*.
   D. No revision is needed.

Explanation:
This item requires the student to be aware of standard American English. The knowledgeable student will realize that the passage is grammatically correct as is and will choose option D as the correct answer. The three distractors are common mistakes made by students. This item has a **medium** cognitive level because it requires some degree of interpretation beyond recall of information. The item falls under the strand **Writing/Usage/Grammar**.

4. A senator was quoted as saying, "These tough new laws will send terrorists scuttling for their holes."

The **most likely** reason the senator chose these words would be to:

A. condemn terrorists by comparing them to rats.
B. imply that terrorists live in run-down buildings.
C. try to hide his lack of specific knowledge about terrorism.
D. imply that the old laws were totally ineffective against terrorism.

Explanation:
To answer this item correctly, a student must use critical thinking to draw a conclusion about the senator's comments. The knowledgeable student will recognize that option A is correct because the senator is comparing terrorists to rats "scuttling for their holes." The remaining three distractors may be plausible in and of themselves, but not in the context of the senator's speech. This item has a **medium** cognitive level and falls under the strand **Critical Thinking**.

5. Read the passage and answer the question that follows.

In cities, enormous office buildings rise up to block the light and view. Emissions from traffic, furnaces, and power plants thicken the city air. The constant wail of sirens and the roar of traffic assault auditory nerves and distract attention. No wonder the people who live here become at least nervous, sometime desperate. Crowded together in these overpopulated centers, we can't sanitarily handle our waste or humanely help the impoverished, the homeless, the insane. Who would raise children in such a setting?

Which assertion is **best** supported by the evidence in the above passage?

A. Many poor people live in cities.
B. Cities are not good places to raise children.
C. Ambulance and police sirens make people nervous.
D. Cities are in such bad shape that they are losing population.

Explanation:
This question requires students to use critical thinking skills to understand the logical relationships among the items listed in the passage in order to choose the **best** answer. Option D is the least likely choice for a correct answer since nothing in the passage suggests that cities are losing population. Options A and C are true statements in and of themselves, but neither is the best answer according to the passage in its entirety. Option B, which restates the topic sentence of the passage, is the correct choice for the best answer. This item has a **high** cognitive level since students must draw a conclusion from the information presented to get the correct answer. This item falls under the strand **Critical Thinking.**

6. Read the passage and answer the following question.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today. . . .

(Dr. Martin Luther King, Jr., August 1963)

For which audience does Dr. King address the above speech?

A. the citizens of Alabama, Georgia, and Mississippi
B. the children of former slaves and slaveholders
C. all the people living in the United States
D. all the people in the world

Explanation:
While this famous speech by Dr. King is well known as one of the keystones of the Civil Rights Movement in the United States, students must dig below the surface, interpret the metaphors, and assess the tone of the piece to determine the audience. On the surface, one may think the correct answer is option A, as the passage specifically mentions these states. Some students may choose option B, as these groups of people are mentioned in the passage. Considering the historical perspective of the passage, students may choose option C as being correct, as the passage clearly mentions the American Dream, the Declaration of Independence, particular states, etc. All of these choices are incorrect, however. A deeper reading will reveal that Dr. King believed in equal rights for everyone in the world. Thus, option D in the correct answer. This question has a **high** cognitive level and falls under the strand **Reading/Literature**.

Additional Practice Test Questions

1. In which situation would the writer's purpose be primarily to instruct?

   A. writing jokes for a speech to be given before a civic group
   B. writing about the opening of a new play for the local newspaper
   C. writing the owner's manual that accompanies a new video cassette recorder
   D. writing a letter to the editor of the newspaper opposing the building of a hazardous waste dump.

2. The situation that would be **most appropriate** for a persuasive argument in a playful tone is

   A. an advertisement for a breakfast cereal.
   B. an announcement in the bulletin about recycling.
   C. a phone call to the mayor's office about the homeless.
   D. a letter to the President supporting national health care.

Read the following paragraph and answer question 3.

The townspeople considered Mr. Martinez to be a benevolent person because he donated money to the food bank. He also volunteered as a worker at the homeless shelter.

3. According to the context, benevolent means

   A. shy.
   B. generous.
   C. unpopular.
   D. lonely.

4. Which statement is a fact?

   A Abraham Lincoln was loved by all those he served.
   B. Abraham Lincoln was the 16th President of the United States of America.
   C. Abraham Lincoln was history's strongest defender of democratic freedoms.
   D. Had Abraham Lincoln not been assassinated, history would have taken a radically different path.

Read this excerpt from "24 Hours in Space" and answer question 5.

There are separate Russian and American systems for recycling air and water. The Russians barely monitor the water in orbit, pointing to their healthy crew members as proof the system is working. Your fellow Americans take a top-of-the-line approach, providing ultrapure water cleaner than that in many U.S. cities.

Like the shuttle before it, the station uses air pressure to whisk water away from the human body or a sink's drain. This mixture of air and water doesn't settle into the easy order that it does under the influence of gravity. So separating the two requires a large centrifuge spinning at 6,000 rpm. It recovers 85 to 95 percent of the water in your urine leaving behind a pungent-smelling brine the color of ice tea. Instead of venting water overboard, as on the shuttle, the American system transforms the water into steam and condenses it to liquid again before additional stages of chemical, heat, and mechanical treatment. Then iodine is added to ensure that pipes and fixtures do not harbor bacteria from within the cabin.

You can taste the iodine. We know the water is clean analytically, and people who have tasted it say they could easily use it as their everyday water, but the main complaint is that it tastes medicinal.

Water consumption varies widely from culture to culture. Not until Sharon Lucid stayed aboard Mir did anyone realize that American astronauts typically drink more than twice as much water as Russian cosmonauts, who imbibe just 1 liter per day.

("24 Hours in Space" by Mark D. Uehling; *Popular Science*, May, 1998)

5. Which of these facts from the passage would be most relevant to use in a presentation about ecology and sociology?

   A. Water consumption varies widely from culture to culture.
   B. The main complaint about the water is that it tastes medicinal.
   C. Air pressure is used to whisk water away from the human body.
   D. Separating water and air requires a large centrifuge that spins at 6,000 rpm.

Read the following observations made by a resident of Atlanta and answer question 6.

There is a moving van in front of the large house next door, and a station wagon is parked in the driveway. Both the car and the van have license plates from Montana.

6. Which of the following conclusions can logically be drawn from the above observations?

   A. A family from Montana is moving into the house next door.
   B. The new furniture that the people next door ordered is being delivered.
   C. Someone from the family next door has gotten a job with a moving company.
   D. The family which has been living in the house next door is moving to Montana.

Read the following passage and answer question 7.

It goes a long way back, some twenty years. All my life I had been looking for something, and everywhere I turned someone tried to tell me what it was. I accepted their answers too, though they were often in contradiction and even self-contradictory. I was naive. I was looking for myself and asking everyone except myself questions which I, and only I, could answer. It took me a long time and much painful boomeranging of my expectations to achieve a realization everyone else appears to have been born with: That I am nobody but myself. But first I had to discover that I am an invisible man.

(Ralph Ellison, *Invisible Man*)

7. Which sentence **best** describes the theme of this passage?

   A. The narrator realizes, after many years, that people think he is naive.
   B. The narrator believes, after asking many questions, that he is invisible.
   C. The narrator discovers, after a long and difficult search, that only he can know who he truly is.
   D. The narrator realizes, after twenty years, that many people have helped him achieve his goals.

Read the passage and answer question 8.

Michael has applied for the City Council Scholarship, which would pay for tuition and books for a year at the community college. His single parent does not make enough money at the phone company to send Michael to college, and Michael has not saved enough money from his custodial job on campus. He's such a quiet person no one knows it, but Michael has earned a 3.6 in his college-prep classes in high school. He can get good recommendations from language arts and physics teachers to say that he applies himself to his studies.

8. What is the **most likely** reason Michael will get the scholarship?

A. His interests range from the arts to the sciences.
B. His teachers say he's a quiet, well-behaved student.
C. He already has a connection to the college in his job.
D. His scholastic record shows him to be a successful student.

Read the passage and answer question 9.

"If you don't git up, Johnny, I won't give you a bite to eat."

The threat had no effect on the boy. He clung stubbornly to sleep, fighting for its oblivion as the dreamer fights for his dream. The boy's hands loosely clenched themselves, and he made feeble, spasmodic blows in the air. These blows were intended for his mother, but she betrayed practiced familiarity in avoiding them as she shook him roughly by the shoulder.

9. In the context of the second paragraph, spasmodic **most likely** means

A. sudden, occasional outbursts of energy.
B. a convulsion brought on by muscle contraction.
C. a boxing term related to throwing punches at the opponent.
D. reflexive actions, following severe stress or injury to the body.

Review the list of vocabulary words and their definitions, then answer question 10.

abandon. *v.* forsake; desert; give up; complete surrender.
affront. *v.* intentional insult; offensive confrontation.
butt. *v.* to hit or push something with the head or horns; to be set end to end. *n.* a target; a person who is the object of ridicule or contempt; the larger or thicker end of something; unburned part of a cigarette; buttocks; a large cask.
credibility. *n.* capable of being believed; believable; worthy of confidence or trust; reliable.
culpability. *adj.* responsibility for wrong or error; deserving of blame.
drain. *v.* to draw off liquid; to empty; to exhaust or consume; to spend emotionally or physically. *n.* a pipe or tube used to convey liquid.
infamous. *adj.* having a very bad reputation; grossly shocking; detestable.
prestige. *n.* status through success, renown, or wealth; power to command admiration by others.
reckless. *adj.* heedless or careless; headstrong; rash; having no regard for consequences; wild; uncontrolled..
resources. *n.* something that can be turned to for support or help; an available supply that can be drawn upon when needed; an ability to deal with a situation effectively.
sarcastic. *adj.* a personal expression that is bitter, cutting, or derisive; open taunting or ridicule.
undermine. *v.* to dig a tunnel or mine; to weaken by wearing away at a base or foundation; to injure or impair.

10. In the context of the paragraph below, which of the following phrases should be **most** appropriately used to complete the last sentence?

> This matter has gone too far. We shall be the butt of every joke and sarcastic remark that the Free Press can use to undermine our cause. What can we do to stop this _____ ?

A. drain on our resources
B. loss of prestige and credibility
C. affront on our personal culpability
D. infamous attitude of reckless abandon

11. Dear John, is an example of the salutation or greeting in a

    A. resume.
    B. business letter.
    C. friendly letter.
    D. formal invitation acceptance.

12. When the editors of a book on American literature choose to arrange it chronologically, they **most likely** want

    A. to highlight 20th century writers.
    B. to make the table of contents easier to follow.
    C. to make the dates of books and writers easier to remember.
    D. to emphasize the relationship between literature and history.

Read the following passage and answer question 13.

Paul didn't get no sleep the night before his driving test; he had a nightmare about hitting a deer, wrecking the car, and failing the test.

13. What revision, if any, is needed to the passage?

    A. Change the semicolon after driving to a comma.
    B. Change *license* to lisence.
    C. Change *no* to any
    D. No correction is needed.

Read the passage and answer question 14.

In one of Langston Hughes's short stories, "Thank you, Ma'am," a would-be purse-snatcher is caught by his victim. She takes the young thief to her home, makes him wash his face and brush his hair, leaves her purse on the table, and feeds him a hot meal.

14. Which action indicates she trusts him?

    A. leaves her purse out
    B feeds him a hot meal
    C. makes him wash his face
    D. makes him brush his hair

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15. Which work was inspired by the migration of farmers from the Dust Bowl of Kansas, Nebraska, and Oklahoma to the farms of central California?

    A. Carl Sandburg's "The Fog."
    B. Walt Whitman's *Leaves of Grass*.
    C. John Steinbeck's *The Grapes of Wrath*.
    D. Ernest Hemmingway's *The Sun Also Rises*.

Read the description of this fictitious character below and indicate the character in a similar situation.

An old fisherman, his strength failing, challenges nature by sailing alone far out into the Caribbean Sea to catch a big fish.

16. His situation is **most** similar to that of

    A. a man, recently arrived in the far North, who braves 75°F weather on the Yukon trail looking for timber for shelter.
    B. a family which loses its farm to the dust storms during the Great Depression and travels across the west toward California, looking for a better life.
    C. a grandfather, whose life's goal of leading wagon trains out to the Pacific Ocean is accomplished and who has nothing to do but talk about his past glory.
    D. a Native American, forced to go to the Bureau of Indian Affairs school, who rebels and becomes a lonely champion bronco-buster in the Madison Square Garden Rodeo.

17. Which of the following research procedures, in the **most** efficient chronological order, should be used in order to apply for college admission?

    A. Get list of colleges; get list of scholarships, discuss goals with guidance counselor; select college(s) and scholarship(s) for which you qualify; write letter(s) of inquiry.
    B. Get a list of colleges and visit each campus to see if they suit you; discuss your findings with the guidance counselor; get a list of scholarships and select all that apply to you; write letters of inquiry to the scholarship committees.
    C. Write letters of inquiry to colleges; select the colleges that reply; discuss the colleges with the guidance counselor; get a list of scholarships for which you qualify; write a second letter to the colleges to see if they will accept a scholarship.
    D. Discuss goals with guidance counselor; get list of scholarships and select those for which you qualify; get list of colleges and select the ones for which you qualify; write letters of inquiry to the colleges and the scholarship committees.

Read the poem and answer questions 18 and 19.

I hear America singing, the varied carols I hear,
Those of mechanics, each one singing his as it should be, blithe and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work, or leaves off work,
The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter singing as he stands,
The wood-cutter's song, the ploughboy's on his way in the morning, or at noon intermission or at sundown,
The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,
Each singing what belongs to him or her and to none else,
The day what belongs to the day—at night the party of young fellows, robust, friendly,
Singing with open mouths their strong melodious songs.

(Walt Whitman, "I Hear America Singing")

18. Throughout the poem, Whitman characterizes Americans to suggest that

A. women do easier work than men.
B. only the young fellows can go to the party at night.
C. Americans would sing if they were on a steamboat deck.
D. Americans are strong and hard-working, and they perform many kinds of duties.

19. In the poem, Whitman repeats the word *singing* for each of the persons he describes, in order to

A. show that Americans like to sing carols.
B. suggest that people should sing while they work.
C. suggest that the national anthem should always be sung at intermission.
D. show that the country seems to sing because of the many voices of all the different types of Americans.

Read the passage and answer questions 20 and 21.

> In the fourteenth century, people had many explanations of the terrible plague that killed so many Europeans. Some doctors believed that the plague was carried by poisonous air. Others favored an astrological theory, believing that a particular lineup of the planets was sent by God to punish man for his sins. No one imagined that, as we now know, the reason behind all the deaths was a tiny bacterium carried by fleas and rats. The horror of the plague was increased by the mystery behind its cause.

20. According to this author, what was the cause of the fourteenth century plague?

    A. It was carried by fleas and rats.
    B. It was carried by poisons in the air.
    C. It was caused by a lineup of the planets.
    D. It was sent by God to punish man's sins.

21. What was the effect of the plague, according to this author?

    A. Astrology became the most important science.
    B. People began to worry about air pollution.
    C. People began to have more faith in God.
    D. Many Europeans were killed.

Answers to Sample Test Questions

1. C	12. D
2. A	13. C
3. B	14. A
4. B	15. C
5. A	16. A
6. A	17. D
7. C	18. D
8. D	19. D
9. A	20. A
10. B	21. D
11. C	

GHSGT in English Language Arts ~ Student Remediation Plan

You may find that this checklist will help you keep track of the areas in which you need to concentrate your study. Be sure to keep the worksheet updated!

Student Name _____

Test Results from *Spring* ___ *Summer* ___ *Fall* ___ *Winter* ___

Standards on the Test	***Self Assessment***
Reading/Literature Skills ***Scale Score =*** _____	
Recognizes different purposes and methods of writing; identifies a writer's tone and point of view.	
Reads, discusses, and analyzes American literature representing diversity (gender, ethnicity).	
Applies knowledge of literary terms to works of literature.	
Develops an understanding of the effect of history on American literature (e.g., literary movements and periods).	
Understands major cultural, religious, philosophical, and political influences on the literature of a given period or culture.	

Standards on the Test	***Self Assessment***
Critical Thinking ***Scale Score =*** _____	
Invents solutions to problems using thinking techniques (e.g., metaphors, analogies, models, brainstorming, and role-playing.	
Analyzes logical relationships in arguments and detects fallacies.	
Identifies the purpose of a speaker and is aware of the techniques a speaker is using to affect an audience.	
Adapts words and strategies to various situations and audiences.	
Evaluates messages and effects of mass media (newspaper, television, radio, film, and periodicals).	

Standards on the Test	***Self Assessment***
Writing/Usage/Grammar ***Scale Score =*** _____	
Understands that language usage is shaped by social, cultural, and geographical differences.	

Standards on the Test	*Self Assessment*
Standards that apply to multiple strands *Scale Score* = _____	
Reads critically, asks pertinent questions, recognizes assumptions and implications, and evaluates ideas.	
Uses research process: selecting topic, formulating questions, identifying key words, choosing sources, skimming, paraphrasing, note-taking, organizing, summarizing, and presenting.	
Identifies, comprehends, and summarizes the main and subordinate ideas in a written work.	
Learns that words gather meaning from their context and carry connotation and denotation.	
Distinguishes between fact and opinion.	
Comprehends, develops, and uses specifics and generalizations.	
Acquires new vocabulary through reading and listening; demonstrates progress through speaking and writing.	
Uses literal comprehension skills (e.g., sequencing; explicitly stated main idea).	
Uses inferential comprehension skills (e.g., predictions, comparisons, conclusions, implicitly stated main idea).	
Defines unfamiliar words by using appropriate structural analysis skills including prefixes, suffixes, root words, and context clues.	
Draws reasoned conclusions from various sources.	
Writes Standard American English sentences with correct verb forms, punctuation, capitalization, possessives, plural forms and other mechanics, word choice, and spelling.	
Uses language appropriate to situation and audience.	
Writes for many purposes including, but not limited to, personal writing (journals, diaries, stories, poems), social writing (friendly letters, thank-you notes, invitations), academic writing (themes, reports, essays, analyses, critiques), and business writing (letters, memos, and applications).	
Gains insight into human behavior from the study of literature.	
Creates hypotheses and predicts outcomes.	
Defends conclusions rationally.	